DOCUMENT RESUME

ED 413 906 IR 056 736

AUTHOR Bosl, Rebecca
TITLE InfoPlace: A Case Study.
PUB DATE 1997-08-00
NOTE 51p.; Master's Research Paper, Kent State University.
PUB TYPE Dissertations/Theses (040) -- Reports - Descriptive (141)
EDRS PRICE MF01/PC03 Plus Postage.
DESCRIPTORS *Career Counseling; Case Studies; Computer Software; Educational Needs; *Information Services; Information Sources; Job Placement; Job Search Methods; *Occupational Information; Public Libraries; Resource Materials; *Special Libraries; *Vocational Education; *Workshops
IDENTIFIERS *Cuyahoga County Public Library OH

ABSTRACT

InfoPlace is a state-of-the-art vocational education program and special library. As part of the Cuyahoga County Library System of Greater Cleveland (Ohio), its resource center is located in the Maple Heights regional library. Although the resource center has one location, the staff of InfoPlace travels to the many branches of the Cuyahoga County system conducting workshops and career counseling. Resource materials are available at the InfoPlace Resource Center, and computer-based programs for career counseling are also available for public use. This paper, which provides a case study of InfoPlace, discusses the general need for Vocational Guidance programs conducted in public libraries. After an introduction, a definition of terms, a review of literature, and study methodology, the users of InfoPlace are profiled. A brief description of the career counseling process and the InfoPlace collection is followed by a description of the four separate workshops: Career Decision; Resume Clinic; Job Search Strategies; and Interview Preparation. The "Discover" vocational guidance software program is also described. Five figures illustrate the number of client sessions (2/16/94-10/5/94); counseling sought by gender; client age distribution; client employment status; and client education levels. (Contains 15 references.) (AEF)

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INFOPLACE: A CASE STUDY

A Master's Research Paper submitted to the
Kent State University School of Library and Information Science
in partial fulfillment of the requirements
for the degree Master of Library and Information Science

by

Rebecca Bosl

August, 1997

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Master's Research Paper by

Rebecca J. Bosl

B.S., Ohio State University, 1988

M. A., Kent State University, 1997

Approved by

Adviser_____Date_____

ABSTRACT

The purpose of this paper is to provide a case study of InfoPlace. InfoPlace is a state-of-the-art vocational education program and special library. As part of the Cuyahoga County Library System of Greater Cleveland, its resource center is located in the Maple Heights regional library. Although the resource center has one location, the staff of InfoPlace travels to the many branches of the Cuyahoga County system conducting workshops and career counseling.

This paper discusses the general need for Vocational Guidance programs conducted in public libraries, the source many people turn to for free information. Also, a summary of the services provided to patrons by InfoPlace employees is discussed. These services include counseling by Licensed Counselors. Workshops include the Career Decision Workshop, Resume Clinic, Job Search Strategies and Interview Clinic. Resource materials are available at the InfoPlace Resource Center that is staffed by a professional librarian. Computer-based programs for career counseling are also available for public use at the Resource Center.

Although a historical paper, newspaper articles and parts of books have discussed InfoPlace, a comprehensive case study has not yet been conducted on InfoPlace.

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ACKNOWLEDGEMENTS

Many thanks to Martin Jaffe, M.A., M.L.S., NCC and NCCC, Manager of InfoPlace. Your cooperation in assembling this paper was invaluable and your flexibility greatly appreciated. Also, the career direction you provided through InfoPlace was a strong catalyst in returning to graduate school in the first place. Thank you to Dr. Buttlar for your guidance in completing this paper.

Thank you Mom and Andy, for your support and encouragement, and for believing in me. Thank you also to my friends at Parkside for your support and encouragement. Thanks to Kristen Goan, for your encouragement in all of my endeavors and for always pointing me to our Lord and Savior, Jesus Christ. I am especially grateful to John Albrecht; you've encouraged me to follow my dreams and return to graduate school, not by anything you've said, but for the example you are by the way you have followed your dreams.

I. INTRODUCTION

America's traditional working class is being profoundly affected as the American economy evolves from traditional manufacturing industries toward new technologies and service based industries. The working class comprises some 60 to 70% of the U. S. Population.: Displaced workers, who present a new challenge to vocational guidance programs, are becoming more prevalent. For example, by the end of 1980, one-fourth of auto workers had become unemployed. Job opportunities in manufacturing-related occupations will continue to decline: semi-skilled crafts workers and operators will continue to be replaced by machines; new openings will be in the service sector in maintenance and repair occupations. The largest number of displaced workers--about 1.9 million-- were previously employed as operators, fabricators or laborers; about two-thirds of the displaced workers were men.[1]

A 1990 Gallup poll conducted for the National Career Development Association found that "Americans need greater access to information about occupations."[2] Also, the average person changes jobs five to six times when he or she is part of the full-time workforce.[3] Most adults will make a major employment change or need additional education at least several times during their adult work lives.[4] The transiency of today's workforce necessitates the availability of information to make informed decisions. During turbulent economic times and recessions, even more people are in need of vocational information. For example, 1.5 million workers are displaced each year and two of ten lack a high school education; six of ten prison inmates do not have a high school diploma; and 23 million adults in America are functionally illiterate.[5] Many people find that if they want to have work that is more rewarding, they must upgrade their skills.

People at many different stages in life require career information. Those seeking vocational guidance include those entering college, those graduating from college, those re-entering the workforce, those looking to upgrade skills and those who desire to change careers.

Also, today's workforce is becoming more nontraditional, being made up of greater numbers of single parents, minority, older and impaired individuals. The trends in demography over the 1990s include low birthrate, aging population, high immigration and rising percentages of racial minorities. The Hudson Institute has estimated that half of the new jobs between now and the year 2000 will require post-high school training.[6]

Recent surveys have also indicated that people desire more vocational guidance. A recent Gallup survey showed that "almost two-thirds of adult Americans would try to get more information about their career options if they could start their careers again."[7] Also, 79% of blacks and 74% of those under twenty-five felt even more strongly about the need for information about job options. People need help, the survey notes, "to use the information to make decisions about their participation in the labor force."[8] Also, people can spend a great amount of time preparing for careers; some may spend ten to twenty years in school. Therefore, it is vital that they are preparing for the career that is right for them.

The Need For Vocational Guidance Programs In Public Libraries

A public library is an ideal place to supply vocational guidance materials. As noted, the library has traditionally been the place where people could obtain needed information free of charge. Beginning in the late 1970s, the W.K. Kellogg Foundation recognized a job information need, and this eventually led to the funding of the Educational Information Centers (EICs) in public libraries.[9] The development of career and job services in libraries continued to grow during the 1980s as economic conditions caused wide fluctuations in the labor market, and it now appears that in the 1990s, delivery of career and job information will be a growth area for library service.[10] The provision of services also opens up the library to a new relationship with the community. Patrons will be enabled to see that the library is a vital part of the operation of the community. New relationships can also be formed between the library

and social service agencies.

In many communities across the United States, libraries are helping people to use vocational guidance materials. The following themes are noted in Library Services for Career Planning, Job Searching, and Employment Opportunities:

* The economy and labor market is no longer stabilized; there is a continual state of change in job turnover and new career opportunities.
* Libraries should not wait for an economic downturn or rising unemployment to establish or strengthen their career and job services. There is a lifelong need for career and job information.
* Most every library has some career and job information available, but the sources are generally disbursed throughout the collection. Once found, patrons do not know how to use them effectively in a career plan or job search.
* Libraries are not the only career/job service providers, but librarians are professional information providers who are able to locate and retrieve needed materials for one's career or job search, and provide assistance in their use. Librarians will often know of useful sources unknown to other professional service providers.
* Libraries can expand services by networking with other career/job service providers in the community. In fact, given the limitation of resources, it is essential to the network.
* Marketing of the library's career/job services is necessary. Many potential users are unaware of these services in libraries, and an expansion of services without marketing will not expand the user base.[11]

Often, people are in need of more than merely pure information. They need help in assessing their interests and abilities, designing resumes, preparing for job interviews, finding training and education programs, learning about jobs and employers, starting a small business

and financial aid opportunities. Resumes are important, as they link an employee to a potential employer. A good resume may open the door to the interviewing process; a poorly designed resume will keep a person from potential employers. In designing a resume, people need to know where to start, what format to use, what to put in, what to leave out, what to emphasize and how to be succinct. Once people land an interview, they need to know what to do next, how to make a successful impression and how to research an employer. In running a small business, finding the right resources could make the difference between success and failure. The role of the library should be to listen, help the patron find and use resources, give assistance needed within the library and refer them to resources.[12] People going through a major life change may also need to learn coping skills.

Information needs include the need for knowledge, for understanding oneself, to make decisions and solve problems and to prepare to take action. In knowledge/self-assessment, persons need to learn about how their interests, abilities and personality traits and experiences have an impact on choosing a career. By learning about jobs, persons can realistically match their interests and qualifications with education, training and job opportunities. Books, self-assessment software and workshops can help people sort out this information. People make need to learn how to take specific actions, such as targeting/researching new employers, making and using contacts, filling out government forms and obtaining information about relocation.

In marketing vocational guidance programs, libraries must develop a clear message that reaches their target audiences, or those who will benefit from the programs. Libraries need to be more involved in the community and participate in public events. Handouts can be distributed and circulated outside the library. Employees of the vocational guidance program can write articles for the local paper, and possibly develop a career guidance newsletter. Library vocational guidance programs can also develop workshops to go and start a counseling hotline. Bibliographies and pathfinders inside the library can be helpful in obtaining literature about vocational guidance. In summary, the marketing objectives should serve to increase the

visibility of available resources.

The vocational guidance program be visible in a variety of ways. It should have a name that people will readily understand. Also, it should have its own space so that people will recognize that they can go to this "special library within a library" to obtain vocational guidance information. A librarian should be present to assist people in using the resources present.

Public libraries have traditionally supplied their patrons with needed information, usually free of charge. Persons may use libraries for pleasure, education and instruction. Regardless, the library provides free information to those who need it. Vocational guidance is a universal information need that many libraries overlook in provision of services, and it could well be one of the most important services provided to a community.

Vocational guidance is a broad category that encompasses a variety of related information needs. First, people need to make informed career choices. Basic knowledge of what jobs are available is needed to evaluate them based upon required education, responsibilities, nature of the work and needed skills. A person then needs to evaluate his skills, interests and experiences to find a match in a career field. Also, a person may need to obtain information on obtaining advanced training in a particular field and financial aid to pay for that training.

After a person has identified the right career opportunity and acquired necessary training, the career will need to be pursued. The average person may need further information to learn how to acquire the job. Actual job search strategies must be obtained so a person has an understanding of how to find and obtain the correct position. A resume will need to be prepared that will highlight the person's accomplishments and skills. A well prepared resume will ideally land a person a job interview. Hence, another need would be for interview preparation.

A number of libraries throughout the country maintain thriving vocational guidance systems. Larger cities (community population greater than 250,000) that have public library

vocational guidance programs include Toledo, Ohio (Lucas County), Tulsa, Oklahoma, Pittsburgh (Carnegie Library), Cleveland (Cuyahoga County), Memphis, Tennessee (Shelby County), Philadelphia, Pennsylvania (Free Library), and Brooklyn, New York. Smaller communities (less than 250,000) that maintain vocation guidance programs include Alliance, Nebraska; Ossining, New York; Essex, New York; Marquette, Michigan; Longview, Washington; Hempstead, New York; Schenectady, New York; Flint, Michigan; Syracuse, New York; Spokane, Washington; and Corpus Christi, Texas.

InfoPlace is a nationally-recognized, state-of-the-art vocational guidance center associated within the Cuyahoga County Public Library System in the Cleveland area. InfoPlace has received national recognition for its work. It received prominent mention in Richard Bolles 1989 edition of What Color Is Your Parachute?.[13] A Community Attitude Survey conducted in 1988 revealed that 68% of patrons viewed special programs such as InfoPlace as very important and 56% ranked career and job information as very important.[14] This survey which was conducted by the Decision Research Corporation gave the service InfoPlace provided a ranking of five out of 13 services ranked.[15]

InfoPlace is located at the Maple Heights regional branch. At the Maple Heights location, a small vocational counseling library exists, along with offices where patrons can schedule appointments with career counselors, and a computer system with vocational guidance software. InfoPlace also operates out of other branches within the Cuyahoga County Public Library system. Patrons can meet with career counselors at the different branches. Also, several different workshops are held at different branches including Career Decision, Resume Clinic, Job Search Strategies and Interview Preparation. All services are provided free of charge to anyone who wants to use them. The InfoPlace headquarters houses a sizable collection of materials pertaining to career counseling.

Purpose Of The Study

The purpose of this study is to provide a case study of InfoPlace that highlights its tools, programs and users. For background information, this paper will discuss why vocational guidance programs are needed in public libraries.

InfoPlace was chosen for a case study because this researcher believes it is a tremendous model for any library system that might be considering a vocational guidance program. Therefore, this case study might prove to be very helpful for these library systems as it would document the services offered by InfoPlace.

From this researcher's own observations, it appears that people are in need of vocational guidance more than ever before. This paper will briefly discuss the vocational implications of the United States changing from a post-industrial society into the information age, and the factors that a global economy has on the U.S. economy, thereby demonstrating the increased need for vocational guidance programs.

Finally, existing data are used to profile users of InfoPlace.

Definition Of Terms

Action-Object Statement: usually a complete sentence, this statement will be used in the body of a resume to translate major duties, accomplishments and volunteer experiences into one-line phrases. A person will begin the statement with an action taken (a past tense verb, usually ending in "-ed"), note the object that was applied to the action. Sometimes, this statement will also note an outcome of the action (result), describe how the action was completed, or describe why that particular action was taken.

Automation: the term used to describe work processes that utilize machines to complete work

that humans used to complete. Automated processes include use of computers, fax machines, E-mail, the Internet and robotics; higher skilled jobs, such as operating or repairing these machines are demanding high salaries and there is a shortage of them, whereas lower skilled jobs are paying less and are even disappearing.

Downsizing: the term used to describe the trimming of staff sizes in corporations. Often, entire percentages of workers in corporations (such as 10%) will be laid-off in batches to cut expenses. Corporations may then become more efficient as less people complete the same amount of work as before, and as departments may be merged to avoid duplication of work. Often, companies will merge with other companies and become more efficient as duplicate departments and jobs are eliminated.

Electronic Resume: these have been developed to respond to the growing electronic job search market. They differ from traditional resumes in that they have a keyword noted at the beginning of the resume, such as MBA, nurse or driver. Because these resumes are usually scanned, a more generic ascii-type format is more proper than a format that utilizes fancy fonts and typesizes.

InfoPlace: the vocational guidance program for the Cuyahoga County Library System in Greater Cleveland, Ohio. It stands for "Information, Public Library Adult Career and Education."

Working Class: not industrial workers in hard hats but all those people who are not professionals, managers, or entrepreneurs, who work for wages rather than salaries, and who spend their working hours variously lifting, bending, driving,

monitoring, inputting, cleaning, providing physical care for others, loading, unloading, cooking, serving, and the like. (p. 76 Anderson)

Limitations Of The Study

This study is limited to the vocational guidance program at InfoPlace, a vocational guidance program at the Cuyahoga County Library System, and the findings are not necessarily generalizable to other vocational guidance programs. This study is brief in its mention of other vocational guidance systems that are operated at other public libraries. Also, the findings of this study are not generalizable as scientific methodology was not used.

II. REVIEW OF LITERATURE

A case study of Infoplace has not yet been conducted. In the Summer of 1989, Vivian L. Adams-Cook wrote a research paper entitled "The History and Successful Planning Strategy of Infoplace" under the direction of Rosemary Du Mont. The focus of this paper was to trace the history and evolution of InfoPlace, and the planning strategy it employed to become successful.

According to the historical research conducted by Ms. Adams-Cook, InfoPlace was started in 1976 by Jeanne Patterson and was then known as "PLACE" (Public Library Adult Continuing Education). The Cuyahoga Country Library system itself was established in 1922, and it currently has twenty-seven libraries in the system with four regional libraries, serving fifty-nine suburban communities. PLACE originally offered information and support for those adults who wanted to continue or start an education, acquire new skills, and obtain job advancements. The library system already had an extensive subject-related collection.

Original PLACE Project programs included a "College Night for Adults," financial aid consultation, career decision making seminars, and "Vocational Education Night."[16] Many area universities participated in these seminars with PLACE Project. By 1980, the directors of PLACE Project saw the need to add a career component to the strong educational component it had.[17] Thus, seminars and materials were added that related to writing resumes, mastering interviewing skills and conducting an effective job search. In 1984, PLACE Project moved its headquarters to the Maple Heights branch, where it is now headquartered today. At that time, its named was changed to InfoPlace. Since 1989, InfoPlace has continued its format of workshop series, individual consultations and telephone reference. Expanded services now include labor market information and job listings.[18]

A second item reviewed for this paper, a book entitled, Library Services for Career Planning, Job Searching and Employment Opportunities, by Byron Anderson (1992) uses three

pages to discuss in vague generalities an overview of the InfoPlace system. The book discusses the expansion of career and job information services and provides an overview of careers, jobs and libraries by discussing how information empowers people to build careers, why a library is an ideal place to disseminate career information, and which Library of Congress subject headings should be used for career materials.

The State Library of Pennsylvania is given as a model for how librarians can be trained to work with the adult unemployed. The Kellogg Foundation gave this library a grant to establish six WORKPLACE sites, which included a trained librarian who served in the role of a professional counselor. The chapter in Byron's book discusses in detail the training provided and the lessons learned. Today, Pennsylvania libraries have seventy-five WORKPLACE sites, and library patrons have related that the most effective "resource" at these sites has been the librarian.[19]

This book also discusses activities between career planning departments and academic libraries; how the career center library can be a special library within a traditional library; library career planning service for workers in transition and for assisting job seekers. Also, a discussion centers around evaluation for library career planning services.

InfoPlace is given only several pages of mention in Byron's book. One page describes an overview of the career decision workshop and another page describes goals for library patrons in transition. By no means is this a comprehensive discussion of the gamut of services and workshops that are provided by InfoPlace.

Infoplace is given a half-page mention in Serving Job Seekers and Career Changers. In this book, a number of library vocational guidance systems are mentioned. The main services that InfoPlace offers are simply listed. The sub-title for this book is A Planning Manual for Public Libraries. This book describes examples of library vocational guidance programs, outlines needs for these programs and strategies designed to meet these needs. Also, several chapters highlight acquisitions, marketing, management and evaluation of these services.[20]

Job and Career Information Centers for Public Libraries is a brief step-by-step manual to creating a library vocational guidance system. Chapters highlight factors to consider, writing a proposal, models, location, furniture and equipment, services and programs and materials. Also discussed are marketing methods and evaluation. InfoPlace is not directly mentioned at all in this book, although InfoPlace employees assisted in the development of this book.

A number of newspaper articles, listed below, have encompassed a page or so of information about InfoPlace. None of them are long, detailed case studies of InfoPlace. Again, they each speak in generalities giving an overview of the system, or one aspect of the system.[21]

In The Plain Dealer, October 18, 1994, a one-page article entitled "County library's InfoPlace can help put career on track" appeared. This article notes that InfoPlace is a career center that offers counseling, a complete career library and the workshops mentioned above. The article also mentioned that more women than men use InfoPlace's services, and that users also tend to have higher incomes and come better educated. The article then discusses the difficulties workers face in career transition.[22]

Two InfoPlace employees also wrote an editorial that appeared in The Plain Dealer, April 18, 1996, entitled, "Many people swing to work over a tattered safety net." This article discusses the anxiety and uncertainty in the work force today.[23]

An article entitled, "Libraries an open book for free job information" (The Plain Dealer, June 26, 1994) briefly mentions five outstanding vocational guidance programs in libraries, one of which is InfoPlace. However, the article only makes mention of the fact that InfoPlace has career counselors, career guidance workshops, a career library, and resume and job hunting tips.[24]

Martin Jaffe, Manager of InfoPlace, wrote a number of other articles on Vocational Guidance. In "Whither the Working Class? Library career planning services for workers in transition," he discusses career transition issues facing the American working class as our economy shifts from manufacturing to service sector jobs in the 1990s. Also, he discusses the

use of the public library in as an adult career resource center.[25] The mention of InfoPlace's services is brief and not detailed, as this Case Study will cover these issues in depth. In "The adult learner and the public library career planning center: InfoPlace and the 1980s" he discusses the demographics and needs of those who are seeking vocational guidance.

Linda Rome in "InfoPlace: Career Counseling at Cuyahoga County" discusses the start of InfoPlace and interviewed Jeanne Patterson. The article briefly mentions some of the available resources at InfoPlace, the structure of the program which is available at all branches of the library system, and the fact that two workshops were available at the time the article was written, namely Career Decision and Job Search Strategies.[26]

III. METHODOLOGY

The case study method was utilized to examine InfoPlace. As documented in class text, the case study method is appropriate in studying relationships between library services and a variety of social programs.[27] Data from a wide variety of sources were used to document the reasons why Public Libraries should be involved in Vocational Guidance programs, InfoPlace's tools, programs and users, and a survey of other vocational guidance programs. The goal was to obtain comprehensive information on these topics.

I used a variety of sources to document the reasons why Public Libraries should be involved in vocational guidance programs, as noted in section I, Introduction. These reasons include a number of socio-economic factors which include a tight job market which is forcing more adults to make mid-life career transitions, the changing roles of women in the workforce, increased emphasis on credentials and increasing affluence and leisure time which allow for the luxury of continuing education. In the Cleveland area in particular, occupational options themselves shifted because of the presence of a labor force change from heavy manufacturing to service. In general, in the United States there has been a shift from manufacturing to service.

I used direct observation to capture the essence of the resource area at InfoPlace. I assessed its size, holdings and resources for patrons. I also examined the current programs used at InfoPlace by attending the workshops and obtaining information packets that are distributed at them and explain the processes. My goal was to discover and describe what exists, rather than to measure the relationship between variables.

Information was also utilized from InfoPlace annual reports, books and articles written about the program. Also, interviews will be conducted with the staff members. The content of the interviews focused on filling in gaps of information that could not be obtained through other methods.

The computer software entitled "Discover" which is used at InfoPlace will also be described in detail. The Discover program includes information about the following topics: occupations, career guidance, self assessment, education, life roles and transitions.

IV. INFOPLACE: A CASE STUDY

InfoPlace is one of the nation's most comprehensive job and career information services, as it has services in many branches and also a staff of career counselors and librarians that visit these many branches.[28] InfoPlace has many components. First, it provides career guidance, job search assistance and educational information. This information is provided via workshops, counseling and computer program. Also, it operates a community information and referral service, which focuses on providing current information to solve educational, consumer, family, credit and legal problems. It offers a wide range of counseling and advising services, DISCOVER and other computer software, group workshops and referrals. Consultation is offered on career/life planning, educational decision making, job hunt strategies, resume writing and interviewing skills. Strong links are provided with other community agencies. InfoPlace maintains a comprehensive resource area that contains books and magazines related to vocational guidance.

Workers at InfoPlace have developed a number of vocational guidance materials. The Sourcebook for Career Planning and Job Search, published in 1995, provides an overview of the Career Planning and Job Search process and identifies some library resources that may be helpful in the process. The first section outlines the steps involved in making a career decision, such as assessing one's self, researching careers and jobs, career decision-making, setting career goals and developing an action plan. The second section covers how to tackle a job search. In this section, targeting a job, resume development and organization for the job search are discussed. This section then assists readers in implementing their strategy, interviewing, negotiating salaries and evaluating offers. The Sourcebook also gives an overview of government jobs and how to relocate in the third and fourth sections.

The Survival Guide is another helpful resource developed by InfoPlace, updated in 1996. The Guide is divided into two sections and is a compilation of agencies in Greater Cleveland

offering career counseling, job search instruction, placement and training, medical care, legal and financial assistance, and special services to people with disabilities and veterans. The first section covers agencies offering career counseling, job training, job search assistance and placement. This section is arranged alphabetically by name. The second section lists agencies offering medical assistance, dental care, counseling, free food, help with budgeting and debts and information on where to apply for benefits. These agencies are arranged by topic, and then alphabetically. An index lists subjects, services, programs and agencies. Agency entries include name, address, phone number, contact person, day hours, eligibility requirements, costs and a description of services.

Another helpful InfoPlace publication is The Resume Guide. This comprehensive piece is divided into four sections. In the first section, readers are instructed to first collect the data that will go onto the resume. Next, readers are guided through the process of writing the resume. In the remaining two sections, readers work on the appearance of the resume and pull it all together into a concise, well-written resume. Appendices lists skill and action words, sample resumes and construction of cover letters and thank you letters.

Users Of Infoplace

InfoPlace is used primarily by patrons in the surrounding Greater Cleveland area. A study of users from 2/16/94 to 10/5/94 revealed 346 total clients seeking counseling sessions (see Figure 1, p. 31); males seeking jobs accounted for 24% of the total; males seeking career counseling accounted for 19% of clients; females seeking career counseling accounted for 34% of the total, and females seeking jobs accounted for 23% (see Figure 2, p.32). Over the same time period, these same clients were mostly aged 25-49, with a few attendees above or below this age range (see Figure 3, p.33). Most of these clients, 62%, were unemployed when seeking services of InfoPlace, with 15% temporary employment, and 23% employed (see Figure 4, p. 34). Most users had at least a Bachelor's degree (see Figure 5, p. 35). Most clients attended one counseling session. represent the above-mentioned statistics.

According to Martin Jaffe, InfoPlace manager, in the 1980s, more women than men attended the workshops, as women tend to be more open to seeking career counseling. However, he noted that the ratio is evening out, as men are coming in larger numbers due to continual down-sizing in the corporate world, and increased automation in the manufacturing sector. Women continue to seek career counseling, and many are being forced into the role of breadwinner, as single-parent households are proliferate with a high nation-wide divorce rate.

Mr. Jaffe also noted that those preparing for college need to be focused on a specific career direction. He notes that the job search process has become increasingly vocational and specific; people can't expect to obtain jobs as easily with a generic liberal arts degree.

Increasingly, InfoPlace is utilized by people who are forced into taking new career directions, as a result of being laid off or losing a job, sometimes through automation or downsizing. Mr. Jaffe stated that less people utilize InfoPlace's services as a result of indecision or wanting to switch careers.[29]

Career Counseling

Career counseling is a process whereby an individual gains assistance in determining his or her needs, goals, values, workplace issues, personal constraints and information about occupations, career ladders, options and specific employment opportunities; and has this information related to make decisions about work and other career issues.[30]

Mr. Martin Jaffe noted that the career counseling process is different everytime. "Unless a person is in an absolute crisis, we try to point them toward the workshop series; there is usually one starting within a week."[31] He pointed out that workshops are a more cost effective way to counsel patrons through the job search process, than individually. Often, patrons will go through the workshop series and then may prefer some one-on-one counseling.

Collection

The collection at InfoPlace headquarters (resource area) is managed by Information Librarian Kathleen Savage, Master of Library Science. The resource area is open from 9 a.m. to 9 p.m. on Mondays and Tuesdays; from 9 a.m. to 5:30 p.m. on Wednesdays, Thursdays and Fridays; and from on the first and third Saturdays of the month from 9 a.m. to 5:30 p.m. The InfoPlace resource area is located within the Maple Heights regional library which is open every Saturday and Sunday. However, according to Ms. Savage, although it would seem to make sense to leave InfoPlace open on weekends, the weekend hours are necessarily limited because InfoPlace requires a specialized staff, and not enough staff hours are available to keep it open for more hours.

The size of the resource area is approximately 40' by 60'. It houses some 2,000 books and 20-25 different periodicals. The books cover occupations, resume writing, job hunting, interviewing and career planning. It does not have a lot of job source books, although it does

have some government job source books and each library in the County System does have Internet connections, which provide job sources. The yearly budget for collection development is $10,000-$12,000. Ms. Savage will collect current books that seem especially helpful, and will also take requests for special titles. Because of the limited budget, Ms. Savage tries to avoid redundancy, and will often not purchase books that the Maple Heights Regional Library will buy for the general library collection, not housed within the InfoPlace resource area.

Workshops

Workshops are held at various branches throughout the County Library system. Thus, each geographic region in the county is covered at least once during the year. The workshops are meant to be taken in a series, however patrons are permitted to attend only those that would be beneficial and informative to them. The series consists of four separate workshops: Career Decision, Resume Clinic, Job Search Strategies and Interview Preparation.

The Career Decision workshop is conducted for two hours and three consecutive weeks, or for 2.5 hours on two consecutive Saturdays. It is the longest and most comprehensive workshop offered by InfoPlace. It is directed at adults who may need direction as to the next step in the vocational guidance system, as well as those unhappily employed, seeking new career directions, or re-entering the job market. The workshop covers understanding one's abilities, interests and values; developing a list of skills that match these; and setting goals and implementing action plans.

The Resume Clinic follows the Career Decision Series, and is aimed at assisting patrons in developing a resume that highlights skills and accomplishments. The goal is to develop a resume effective for obtaining a position in the patron's desired field. Resume clinics are 2.25 hours in length and are conducted in a single evening.

The Job Search Strategies Workshop follows the Resume Clinic. It is designed for

adults who know what they want to do next, career-wise, and for adults who want to enhance their job-hunting skills. This workshop is followed by the Interview Preparation Workshop. Both are one evening and 2.25 hours in length. Following is a more detailed description of each of the workshops.

Career Decision Workshop

By far, this is the most comprehensive workshop that InfoPlace conducts. First of all, workshop attenders are asked to determine the reason they are seeking a career change. If they are unable to determine reasons for change, a list of reasons is presented in the attender's information packet. Identifying a reason to change is important because it helps to pinpoint what's wrong with where things are presently, so as to identify what to improve upon in making adjustments. For example, if someone is currently dissatisfied in their work because it is not meaningful, they will want to define what type of career would give them more meaning. Also, in the introductory portion of this workshop, the Holistic Wellness Model is presented, which states that persons need to keep the following six areas in balance: occupational, physical, spiritual, emotional, intellectual and social.

The first exercise users completed was a Myers-Briggs personality type indicator. This self-graded test was given to help workshop attenders understand themselves better. A second exercise in self-understanding is to list life values. These life values consist of things that are most important to each person in life, such as devotion (religion), helping others, creativity, affection, etc. For this exercise, attenders were given a sheet listing twenty-three different possible life values including accomplishment, affection, career, helping others, leadership, play, prestige, etc...

A similar exercise involved listing work values. In this exercise, a group of eighteen cards was given to each attender. Each card listed different values including: work which

contributes to humanity, chance to use creativity, lots of variety on the job, time flexibility/set your own hours, job security, opportunity for advancement, excellent salary, etc... Each attender was given the task of ranking and selecting the five most important values to him/her out of the stack of cards.

A third exercise consisted of each attendant listing and ranking his five most important skills. A stack of twenty-four cards listing various skills was given to each attendant, and the top five skills needed to be chosen from them. Some of the possible choices include visualizing new ideas, writing/editing, managing/leading and evaluating ideas.

A fun and light-hearted exercise, which was also very valuable, is entitled, "Money Is Everything. Workshop attenders are to imagine they just won the lottery, and list the first five things they would do with the money. Then, they need to imagine what they would do in the following twelve months, and decide if they will quit working or change fields. As attenders reflect on their answers, they are asked to determine which life values are most important to them.

For homework after the first career decision evening, attenders were asked to complete a Holland Self-Directed Search Assessment Booklet.[32] Holland found that people could choose occupations based upon personality types.[33] He devised a typology of six personality types: Realistic, Investigative, Artistic, Social, Enterprising and Conventional; the Holland states that people seek to work in environments congruent to their own personality types.[34]

The first exercise in the above-mentioned booklet consists of listing occupational daydreams. Next, those completing the booklet check off from a long list, activities they enjoy, task experiences, occupational titles that sound interesting and self-estimates on various aptitudes, such as mechanical ability or sales ability. These answers are then all integrated and scored, resulting in a "Holland Code." The Holland Code is simply a way to document a person's special pattern of interests, self-estimates and competencies that relate them to the patterns of interests and competencies that many occupations demand. Hence, a person's

Holland Code helps to locate suitable groups of occupations for consideration.

On the second evening of the Career Decision Workshop, attenders are divided into groups with like characteristics based upon their Holland Codes. Each group was then asked to identify areas found in common amongst these categories: personality characteristics, strengths/skills, past job titles/career fields, job titles/career fields that are appealing, preferred work environments, hobbies and interests, and the desired rewards to be received for hard work. Each group's finding were then presented.

Each person then had some time to assimilate all data they collected about themselves so far. Listed in a column down the left-hand side of the page, were decision factors in choosing a career option, including: the five life values from the "Money Is Everything" exercise; the five top work values; five top skills; Holland Code, Myers-Briggs type, travel/time/physical limitations; additional training; minimum salary requirements; benefit requirements; relocation possibility; and ranking the importance of good local job opportunities.

Next, workshop attenders used their Holland Codes to explore personality types and work clusters, which were divided into six categories. Depending on which work cluster a person chose, based on personality and Holland Code, a listing of similar jobs was given to each person.

Each person then reviewed the list and chose several jobs that looked like a good fit, and they could also choose random jobs from other work clusters that seemed appealing. For example, someone in a "Social" work cluster might wish to explore the fields of social work and counseling, but just for personal interest, he or she might also with to explore computer programming. Ideas presented in the workshop for generating alternative career/ job options included reflecting on childhood dreams, scanning want ads, thinking about jobs others have that seem interesting, brainstorming and lists of jobs in the Dictionary of Holland Occupational Codes, a book that puts together a person's Holland Code into a listing of job clusters.[35] Up to six jobs could be chosen for further exploration. These job titles were entered into the

Discover computer system by an InfoPlace employee and a detailed description of each job would be given to each person at the third session of the Career Decision workshop.

Resume Clinic Workshop

This workshop is conducted during the week following the Career Decision Workshop, as construction of a resume is a logical next step after obtaining career direction. The workshop is two and one quarter hours in length.

In the workshop, the director will use its publication entitled Real World Resumes to guide attenders through the resume development process. First, a resume is described as a brief synopsis to entice an employer to interview a person, not a list of everything a person has ever done. A resume is a means to obtaining a job interview, not a job. From an employer's perspective, a resume is a device to screen out unqualified candidates, and to select qualified candidates to interview. It allows a person to summarize accomplishments and skills and identify career/job goals.

The first step to developing a resume, according to InfoPlace, is to collect data about oneself. Worksheets are provided for workshop attenders to complete the following exercises: listing past work experiences, listing relevant volunteer experience and documenting educational background. From there, a workshop attender needs to analyze the job he or she is pursuing to develop an accurate objective, and to tailor the resume to highlight proper accomplishments and to accurately summarize qualifications.

Chronological, functional and electronic resumes were then reviewed. In a chronological resume, experiences are organized and presented by dates, job titles and organizations, with the most recent employer first, working backwards. Typical headings for this type of resume include experience, relevant experience and employment history. The body of a functional resume is organized and presented by major skill areas, followed by action-object phrases

demonstrating that skill. The one-line phrases under each skill heading can be blended from relevant work, volunteer or educational experiences. Headings for this section may include summary of skills, areas of expertise and relevant skills and accomplishments. Electronic resumes are an outgrowth of the growing electronic job search market. At the beginning of the resume, a keyword section exists, in which the keywords are nouns that list the most important qualifications to be highlighted, such as nurse, driver or MBA. Resumes are scanned and posted to internet addresses or electronic bulletin boards.

Tips are presented on how to make a resume visually appealing, and how to effectively pull all of the information together. A draft resume is compiled at the workshop. Attenders work on completing their resumes after the workshop. Often, a person will schedule a follow-up with an individual counseling appointment with one of the InfoPlace career counselors. A review of cover letters, thank you notes and proper follow-up rounds out the resume clinic.

Job Search Strategies Workshop

This researcher attended the Job Search Strategies Workshop in October of 1996 at the Southeast Branch of the CCPL. The workshop was held from 6:45 p.m. to 9:00 p.m. on a Wednesday. Twenty persons were in attendance, 11 of which were women and five of which had home internet connections.

The persons present were probably in the midst of a job search or anticipating so, and therefore the workshop began on a light note. A full page of cartoon characters with different facial expressions and descriptors (such as confused, overwhelmed, terrified, happy, etc.) was reviewed, and attendants were told to circle the character which described how they were presently feeling. After several minutes, the workshop director walked around and then recited some of the feelings people had described. Therefore, attendants were put at ease in realizing that others might be feeling the same way, and in viewing humorous cartoon characters.

The workshop director then explained that if attendants have a good focus and are well equipped, the job search will go much easier. Attendants paired up and discussed together why they were in a job search. Reasons for the job search include persons being unemployed, underemployed and in need of a job with no place else to go. Others felt that they needed a change and were unhappy and unfulfilled in their present position. A national survey found that the following percentages of people are in a job search for the following reasons: 1). 55% want a change; 2) 74% want more meaningful work; 3) 36% are laid off and 4) 11% want more money.[30]

Steps for a successful job search were discussed in detail. First, a job searcher needs to have a clear focus and know what he is looking for and where to look. Secondly, a person should create a do-able job search plan. For example, a calendar can be used to track daily activities and ensure a person's faithfulness in searching for a work 25-30 hours a week. This can help to limit the time a person might spend running errands, cleaning or watching television. Also, job searchers need to seek support, and a list of community agencies was presented to supplement a person's current supporters, such as family and friends. Another step in the job search is learning how to cope positively with rejection. The workshop director suggested that exercise and humor could facilitate stress relieval. The final step in a successful job search is to keep balance in life. Hettler's wellness model was presented, in which a person should strive to have the following six personal areas in balance: occupational, physical, spiritual, intellectual, social and emotional. The most common mistakes in a job search, the director noted, are out of control emotions, a poor resume, poor interviewing skills and a lack of follow-up.

A list of employer recruitment methods was presented.[31] This study showed that most persons find a job in the "hidden" job market. Many positions are advertised word-of-mouth to employers and business associates, friends and relatives. Other jobs are obtained (in order of frequency) through union hiring, civil service tests, school placement associations, direct

application, private employment agency, employment services and lastly, newspaper want ads. Also, many jobs are starting to be posted on the internet and this seminar will be conducted with laptops next year. It was stated that, judging from the above study, the most important strategy a job searcher can employ is "networking." In networking, a job searcher needs to talk to people, make connections and build relationships. The people one talks to may be able themselves to talk to those making hiring decisions. The workshop director recommended building a list of companies the job searcher is interested in and keeping in touch with updated resumes and post cards. A job searcher also needs to be active in telephone networking. In telephone networking, a job searcher should use a script, overcome objections, concentrate and work to get through to the right people.

In conclusion, a table full of books from InfoPLACE was made available. Workshop attenders could take the books home to obtain more information about many of the topics discussed in the workshop. Also, a number of exercises were included with the "Job Search Strategies" packet of materials, that attenders could complete at home.

Interview Clinic Workshop

The November 6, 1996 workshop was attended by 14 people, nine women and five men, and it was held at the Southeast Branch of the Cuyahoga County Library System, and it was attended by this researcher.

The first group exercise consisted in workshop attenders writing on an index card the worst interview question they ever had. Then, a group discussion followed in which the director and attenders gave positive answers to these difficult questions.

A light time of dispelling the attenders' fears about interviewing was then held. An interview was described as being a two-way process of communication for the purpose of matching persons to jobs and evaluating qualifications. The interview, according to the

director, has the three-fold purpose of assessing 1). Can you do the job?; 2). Will you do the job?; and 3). Will you fit? A "How Are You Feeling?" sheet was included in the packet, in which cartoon characters displayed varying emotions. The director asked the attenders to circle the cartoon character that best exemplified their feelings about the interview process.

The workshop director then taught the group a method for winning at job interviews. First, preparation before the interview was highlighted as a vitally important component. Wardrobe, supplies, introductions and body language were also discussed. The interview questions themselves were reviewed. A handout listing many common interview questions was in attenders' packets. The director strongly recommended that attenders' review the questions before the interview, compose and review answers to them.

A discussion on closing the interview, follow-up and salary negotiation was then held. Attenders shared difficult questions they had received in these areas of the interview process, and, as a group, the questions were all addressed. A number of books on interviewing were made available for attenders to check out after the workshop.

Discover Computer Software Program

A computer terminal with the vocational guidance software, Discover, is located in the InfoPlace headquarters in the Maple Heights regional library. The Discover software is a comprehensive program that helps persons from the beginning of the career journey all the way through career decision and education, and also discusses life roles and transitions. Nine modules exist on the program. In essence, the program helps adults increase awareness of the vocational guidance process by assessing interests, abilities, values and experiences. The computer can keep track of which modules the user has completed and which ones the computer recommends that the user complete. Summary printouts of all modules can be obtained.

The first module is entitled, "Beginning The Career Journey." This module is composed

of a series of questions which help users determine which modules they will need to complete, and which processes the user already understands. Users in this module also will be given an outline of steps involved in planning a career and be assisted in determining the next step they need to take.

In the first module, users first complete a questionnaire that takes ten minutes to complete. The questions test the users understanding of the career guidance process. Each question begins with "I know..." and respondents must answer whether they have a strong understanding of the subject, a limited understanding with a need for more information, or have no understanding at all about the topic. Questions include "I know.." 1). to organize jobs into groups; 2). what I do best; 3). which schools can train me for jobs I want; 4). how to estimate the impact of a transition and 4). names and definitions for several important life roles; and a variety of other questions.

The second module assists the user in organizing 12,000 different job titles into job categories. A pie-shaped graph with twelve sections differentiates jobs into four categories: people, data, things and ideas. Within each pie section, or cluster, "families" of jobs can be grouped together. Jobs and job families that are located next to each other are most similar. This module is helpful for persons who need to get an idea for what jobs exist, and which jobs are similar to ones they may be pursuing information about.

In module three, users learn about themselves and determine their abilities, experiences and values. Users can determine which job families match their abilities and interests. Then, they can use their values to determine which jobs within their family are best suited to them.

Modules four and five concern searching for jobs and learning about occupations. When users are in the "Searching For Jobs" modules, they are able to view a list of 12,000 job titles, find jobs related to a program of study and find civilian occupations that are related to military occupations. When users choose to "Learn About Occupations," they can obtain basic information about the jobs they selected in the prior module that are of interest to them.

The next two modules review how to make educational choices and how to plan next steps in the education process. First, users must choose a path to follow to get needed training, and choose a major or program of study related to jobs of interest selected in previous modules. In planning the next steps, users select schools that provide needed information. Detailed information is provided about schools selected. Sources of financial aid are also outlined. Also, information about using the military as a source of information is documented. This module will also teach users job-seeking skills, in case their next step does not involve returning to school or retraining.

Users learn how to plan their career in module 8. Users are given a definition for the word career and made aware of the components of their present career, such as number of hours worked per week. Users can then set goals for components of new careers. The Life-Career Rainbow, developed by career development theorist Dr. Donald E. Super, was outlined, in which the following eight roles for persons are identified: 1). son/daughter; 2). learner; 3). worker; 4). spouse/friend; 5). homemaker; 6). parent; 7). leisurite; and 8). citizen (church or community member). Users of this module are asked to determine which roles they play, how much time they take, how do they want to change, and how will they make those changes.

Making Effective Transitions is the subject of the last module. Users can learn how to go through transitions positively and to determine how effectively they are coping with present transitions. If users have determined that they are not effectively coping with transitions, Discover will offer advice on what they can do to cope better.

Figure 1

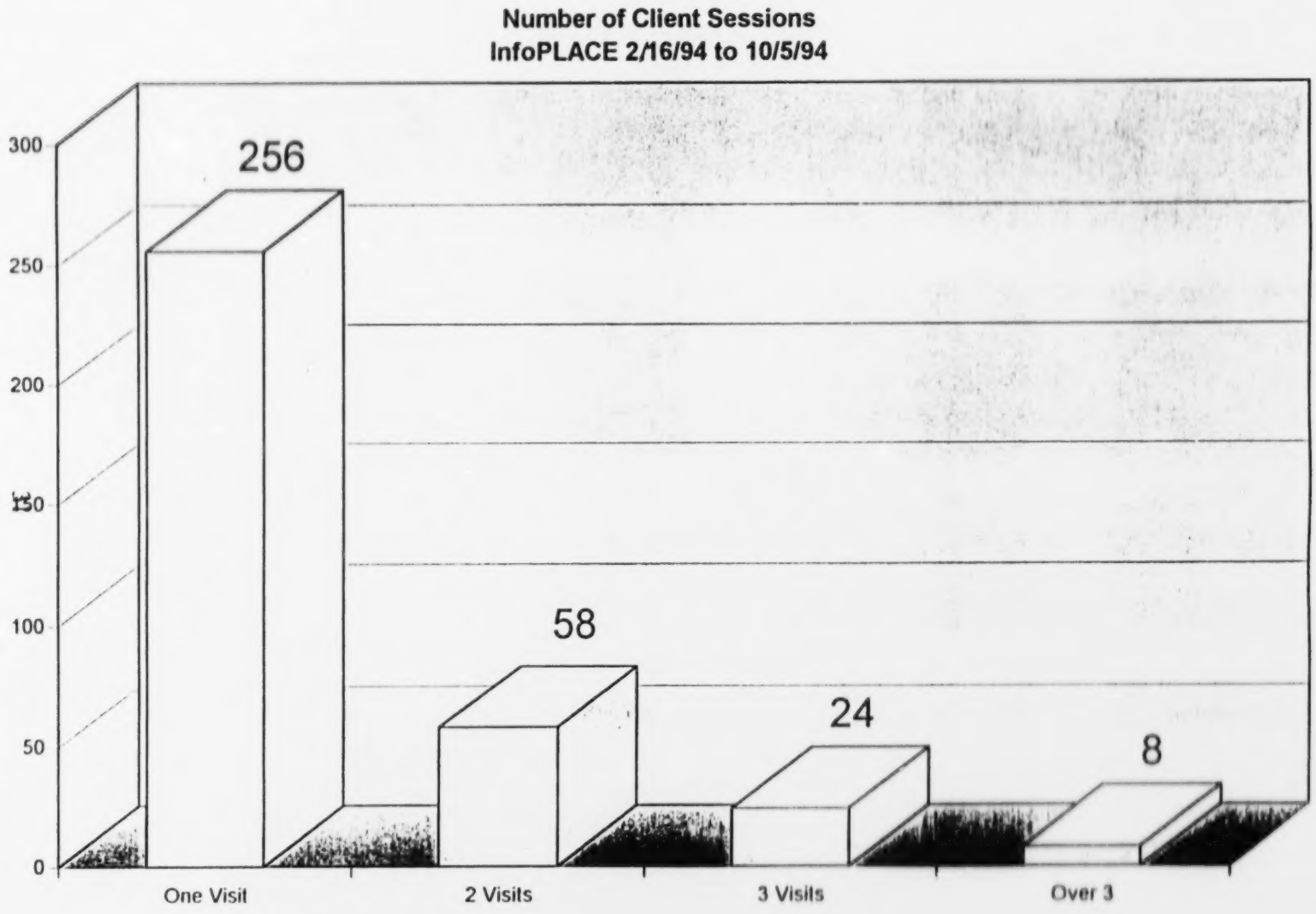

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Figure 2

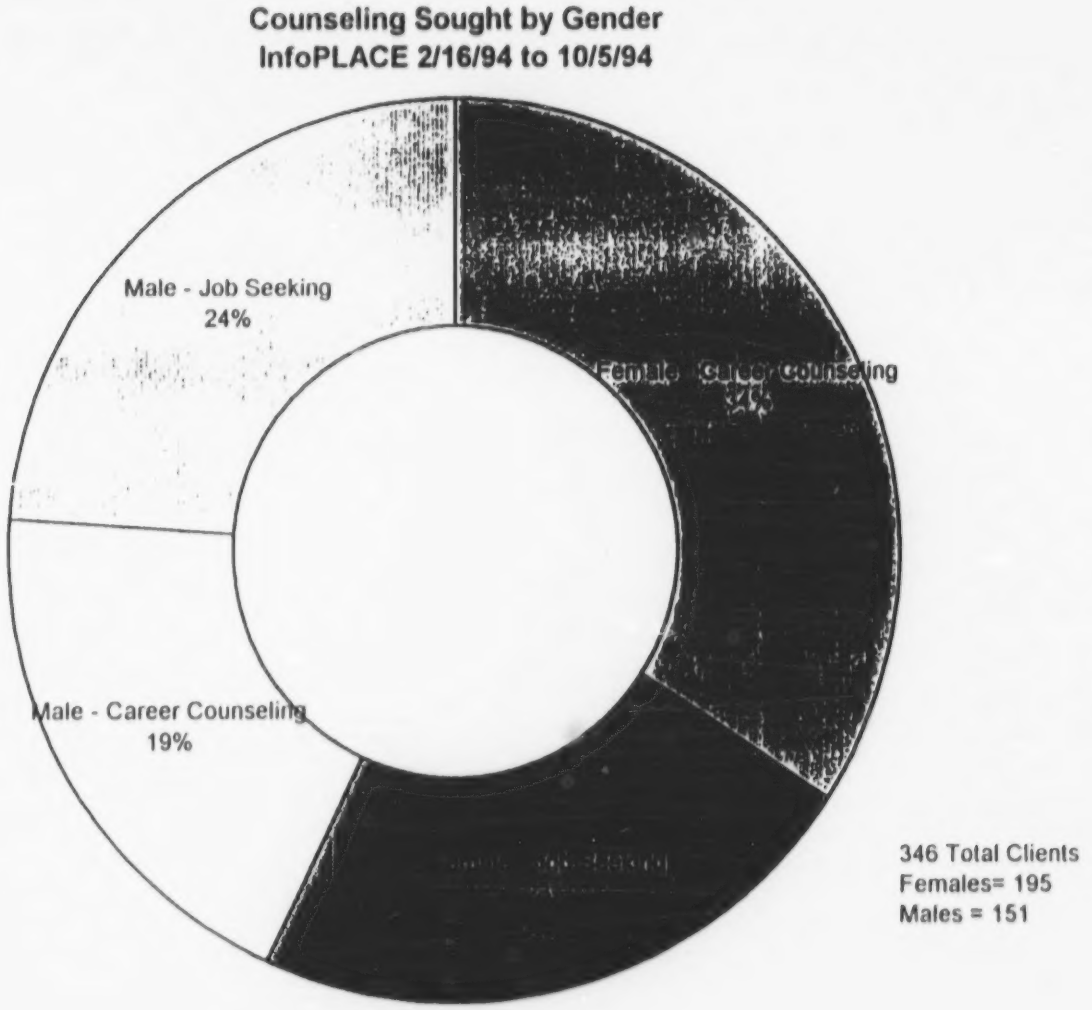

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Figure 3

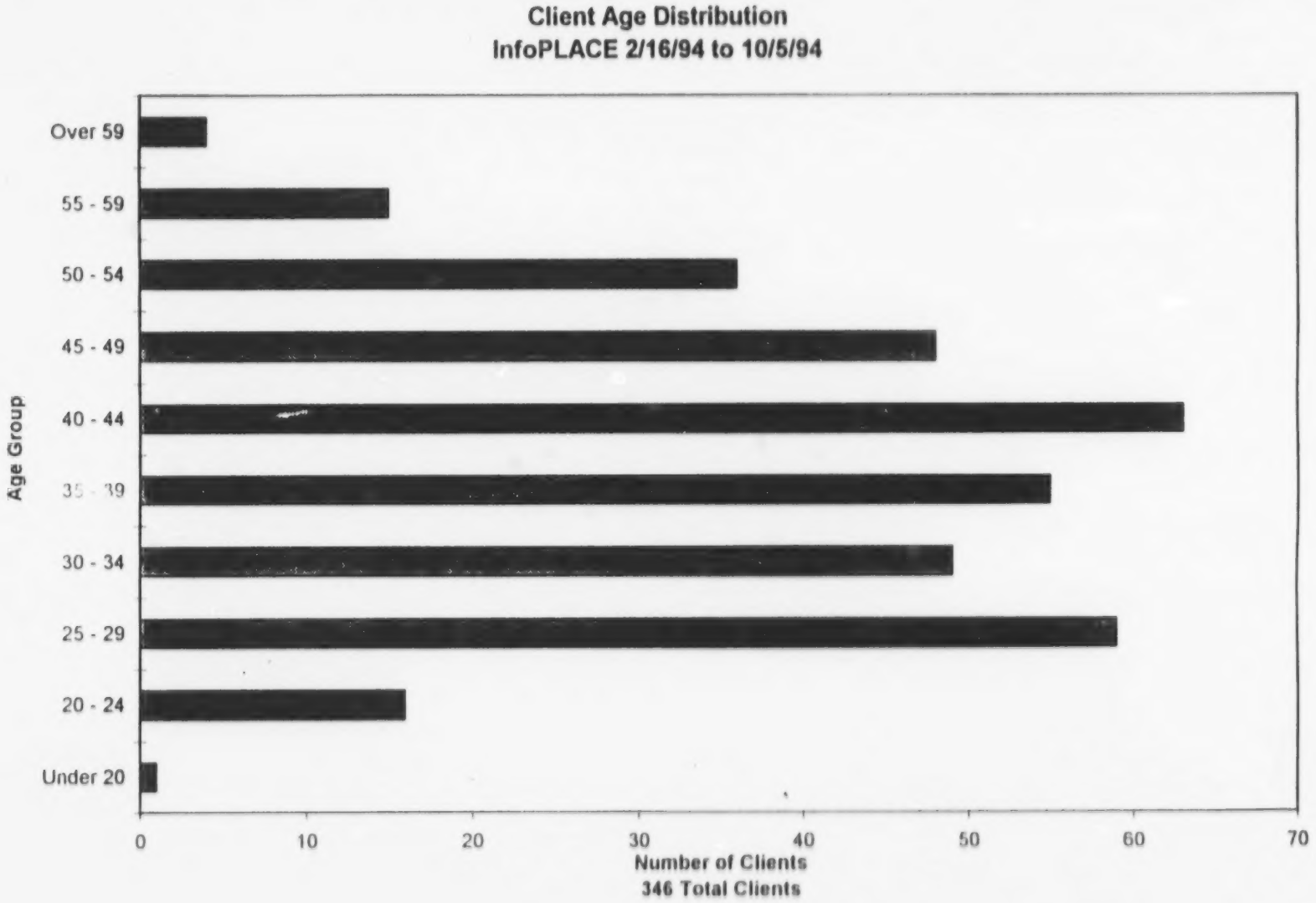
Client Age Distribution
InfoPLACE 2/16/94 to 10/5/94
Over 59
55 - 59
50 - 54
45 - 49
40 - 44
35 - 39
30 - 34
25 - 29
20 - 24
Under 20
Age Group
0
10
20
30
40
50
60
70
Number of Clients
346 Total Clients

Figure 4

Client Employment Status
InfoPLACE 2/16/94 to 10/5/94

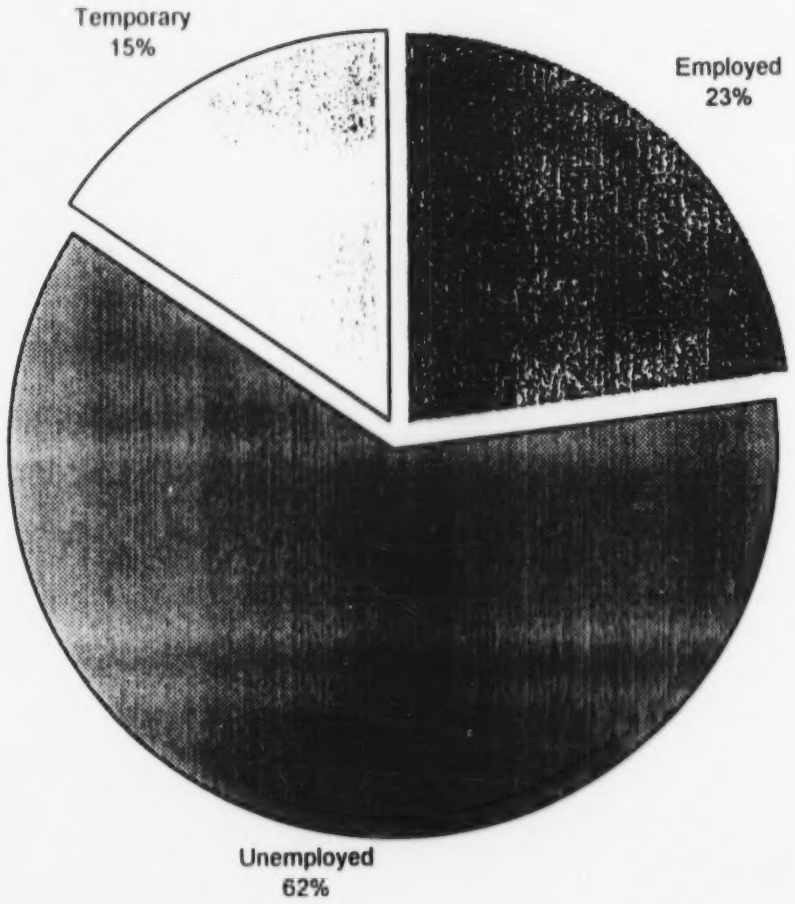

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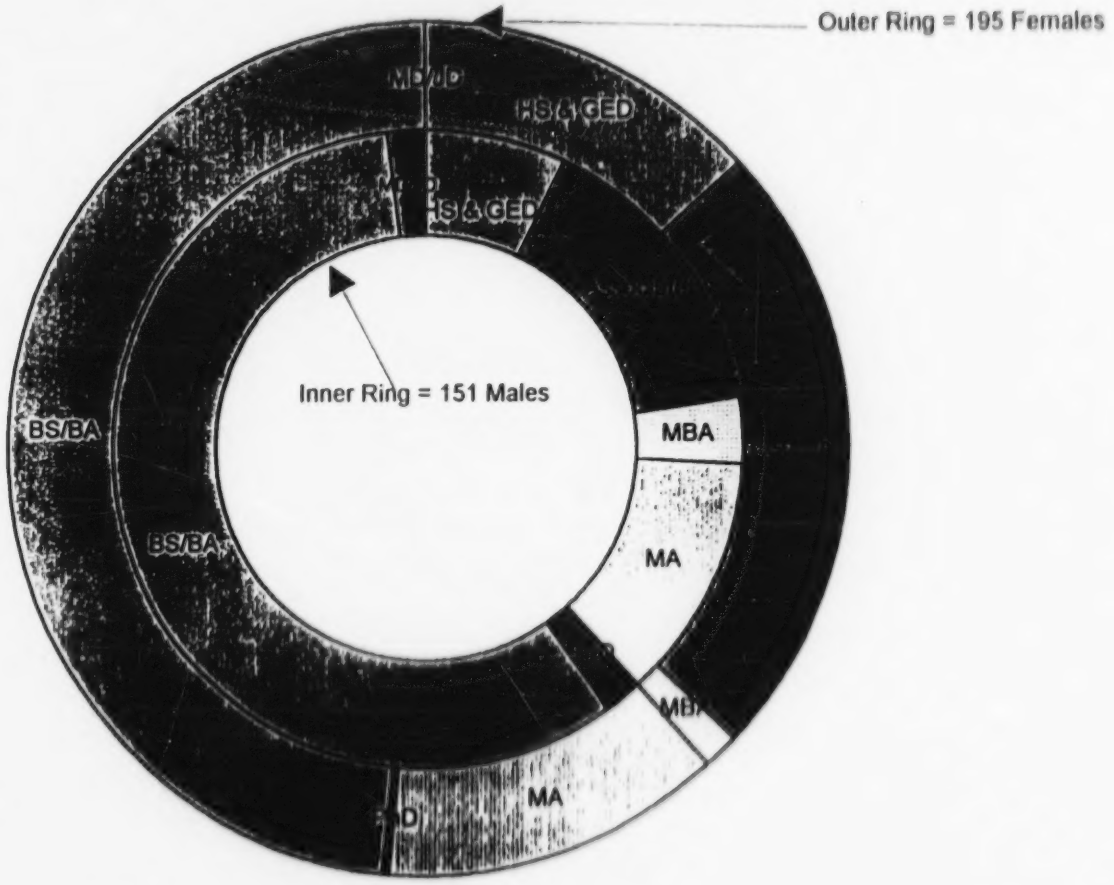
Figure 5

Client Education Levels
InfoPLACE 2/16/94 to 10/5/94



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[7] Durrance, Meeting Community Needs with Job and Career Services, 2.

[8] Durrance, Meeting Community Needs with Job and Career Services, 2.

[9] Anderson, 1.

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[11] Anderson, 2.

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[16] Adams-Cook, 6.

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